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ABSTRACT

This packet is designed for use by students in grades 3-8 of Oregon schools, but has general applicability to students of other locales. The student magazine includes a map and geographic description of Lincoln County, Oregon, establishing its relationship to water resources. Topics explored are: "What is Maritime Folklife?"; "Native American Fishing Traditions"; "Commercial Fishing: A Traditional Occupation"; "The Old Days of Commercial Fishing"; "Recreational Fishing"; and "Community Life." The magazine contains illustrations and diagrams. Vocabulary terms, highlighted in the text, are repeated in a word search puzzle. The curriculum guide gives suggestions for classroom activities related to each of the magazine topics. Suggestions for interdisciplinary activities are included. Emphasis is upon student and family identification in the context of the community. Use of local human and material resources is encouraged. (MM)

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MARITIME FOLKLIFE
in Lincoln County

STUDENT MAGAZINE

ED 387 434

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MARITIME FOLKLIFE
in Lincoln County
STUDENT MAGAZINE

Oregon Folklife Classroom Series
Oregon Folk Arts Program
1200 SW Park Avenue
Portland, OR 97205
(503) 306-5290 • (503) 221-2035 fax

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TABLE OF CONTENTS

Introduction 1
What is Maritime Folklife? 3
Native American Fishing Traditions 4
Commercial Fishing - A Traditional Occupation 6
The Old Days of Commercial Fishing 10
Recreational Fishing 11
Community Life 12

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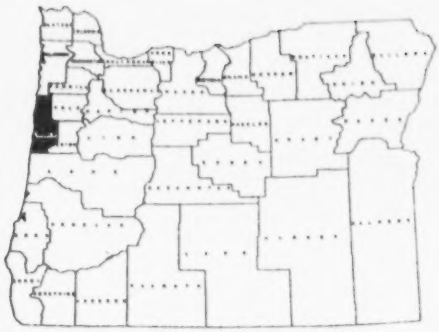
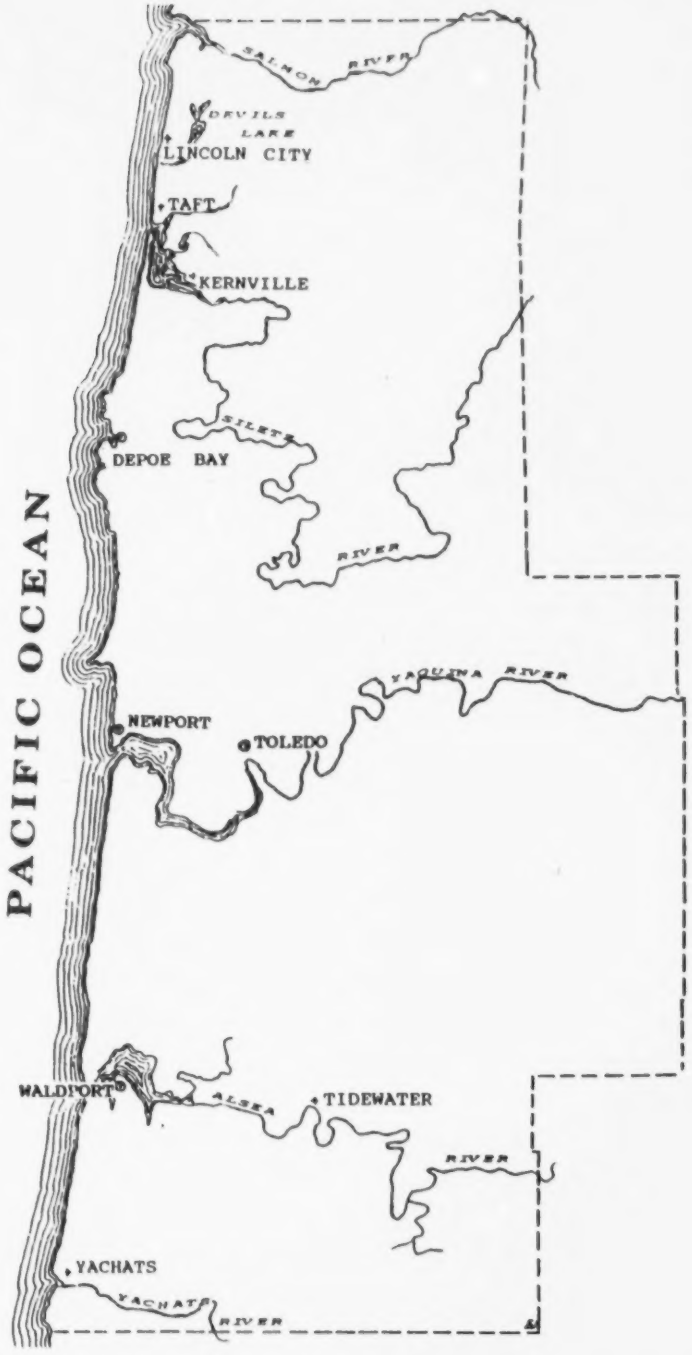
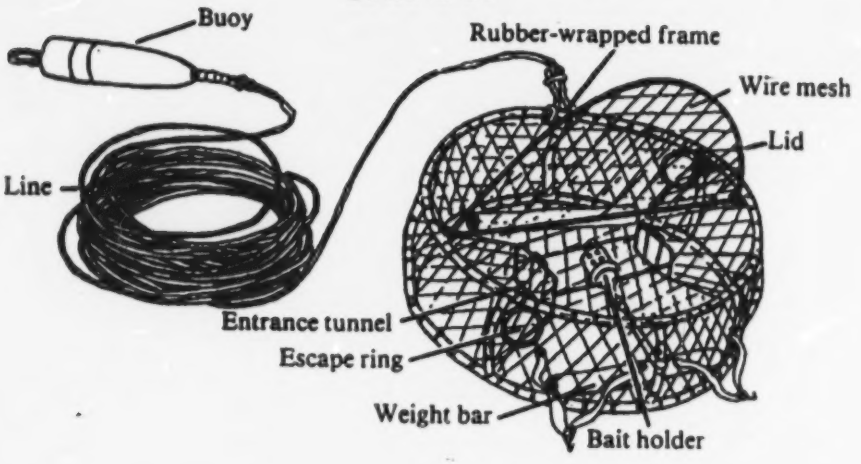


Introduction

The geography of Lincoln County has played a major influence in its history and cultural development. Bordered on the west by the Pacific Ocean, the county also has many rivers, creeks, streams, and bays. These water resources provide the county's residents with many opportunities for earning a living and for outdoor enjoyment. People have always relied on the water for food, transportation, power, and recreational activities.



Crab Pot



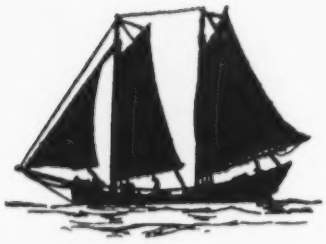
Long before white settlers arrived, coastal Native Americans had well developed methods of fishing. The county's early inhabitants made nets, traps, and baskets to catch the many kinds of marine life. Eel, mussels, crab, salmon, and various other fish were part of their daily diets.

The Indians sometimes dried fish to store for eating during the winter. They also traded the dried fish with others who did not live close to the water. Today, members of the Confederated Tribes of Siletz Indians of Oregon continue to fish and prepare their catch in traditional ways.

Lincoln County's three protected bays have made the region one of the state's major **commercial** fishing sites. Yaquina, Waldport, and Depoe Bays are abundant with various types of shellfish and fish, including salmon.

The bays are sheltered from the **treacherous** waters of the Pacific Ocean. These safe harbors brought fishermen here to work. Fishermen of Finnish, Swedish, and Norwegian **heritage** helped to establish the county's regional fisheries. Today, one still hears the names of some of the early commercial fishermen like Dutch Neimi, Swede Erickson, and Fred Samuelson.

Why did your family or ancestors move to Lincoln County? If you are Native American, were your ancestors originally from this region? Do you have family or tribal traditions related to fishing in Lincoln County? Last names often tell a story about our heritage. Do you know the origin of your last name and from what country or culture it comes?



What is Maritime Folklife?

The word **maritime** usually refers to anything having to do with the sea. In this study of maritime life in Lincoln County, it will refer to any water source such as creeks, rivers, bays, as well as the sea.

Folklife is a word made up of two words: folk and life. The word "folk" usually means people or a particular group of people. Here folk will refer to people who are involved in any way with fishing or fishing related-activities. The word "life" includes all of the daily activities that people do in their lives.

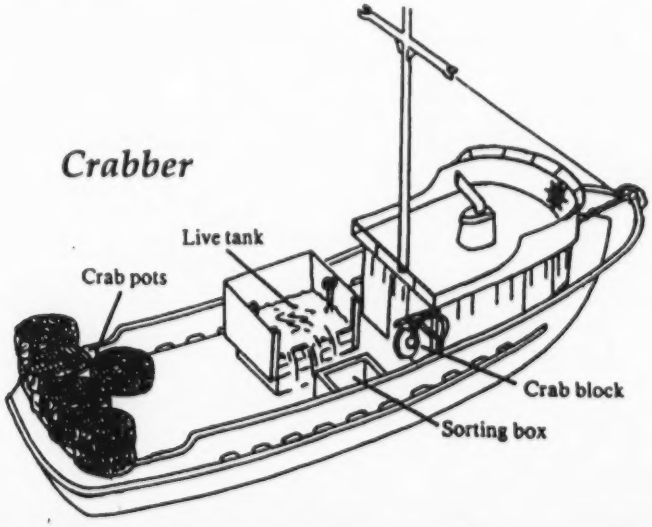
When the two words are joined to form the word "folklife," it means the daily traditions of a particular group of people.

Everyone has traditions which are part of his or her own folklife. These traditions include **customs**, beliefs, stories, music, dance, games, foods, celebrations and **crafts**. We learn traditions from people in our families, on the job, at church, in our neighborhoods, and from members of our **ethnic** groups.

Do you belong to any groups? Which ones? Choose one group and name some of the many traditions that group members may have.

Maritime folklife is the daily traditions of people who fish or do fishing-related activities. Let's look at some of Lincoln County's maritime folklife.

Crabber



Native American Fishing Traditions

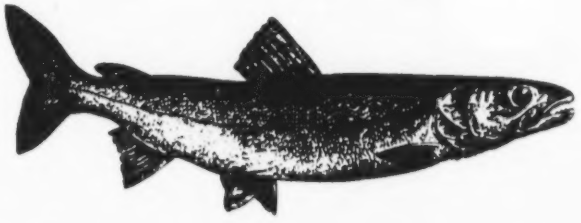
For generations, Native American Indians in Lincoln County have fished as a main source of their diet. They feed their families and provide food for community social and religious **ceremonies**.

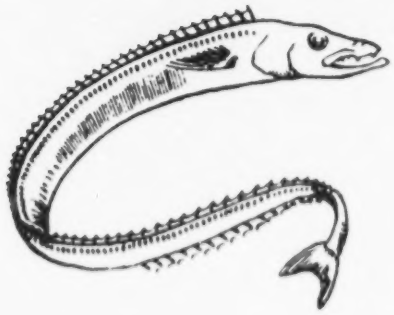
Before the arrival of European Americans to the region, Indians gathered mussels from the rocks on the beach, dug clams and oysters from the bays, dipped salmon from the rivers, and hooked eel from the streams. They also highly valued the shells and other materials from the sea for making clothing, jewelry, and baskets. The coastal Indians also traded these materials with inland tribes for items they needed or valued.

After large numbers of whites began arriving, the Indians were forced to move away from the ocean to a reservation in Lincoln County. Other non-coastal tribes were also moved there to live. These many different tribal groups became known as the Confederated Tribes of Siletz Indians of Oregon.

Since the Indians no longer lived near the bays or ocean, it became difficult for them to maintain all of their fishing activities. Over the years, state and federal **regulations** have further changed Native American fishing practices. Today, Siletz Indians continue to fight for their rights to fish on the rivers and bays of Lincoln County.

Salmon is a sacred food for most Northwest Indian tribes. Siletz Indians fish for salmon each year on Euchre Creek in Lincoln County. Here, wooden **scaffolds** are built out over the edge of the creek. During the fall salmon run, tribal members stand on the scaffolds and use long-handled dip nets to catch the fish. As salmon swim upstream, the fishermen scoop the fish out of the water with the nets. Everyone shares his or her catch with family members and elders. Some fish are donated for tribal feasts and celebrations.

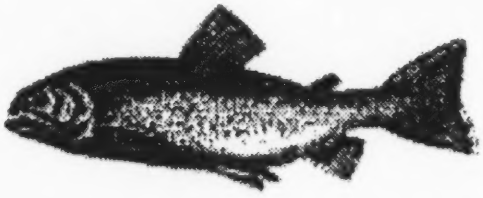


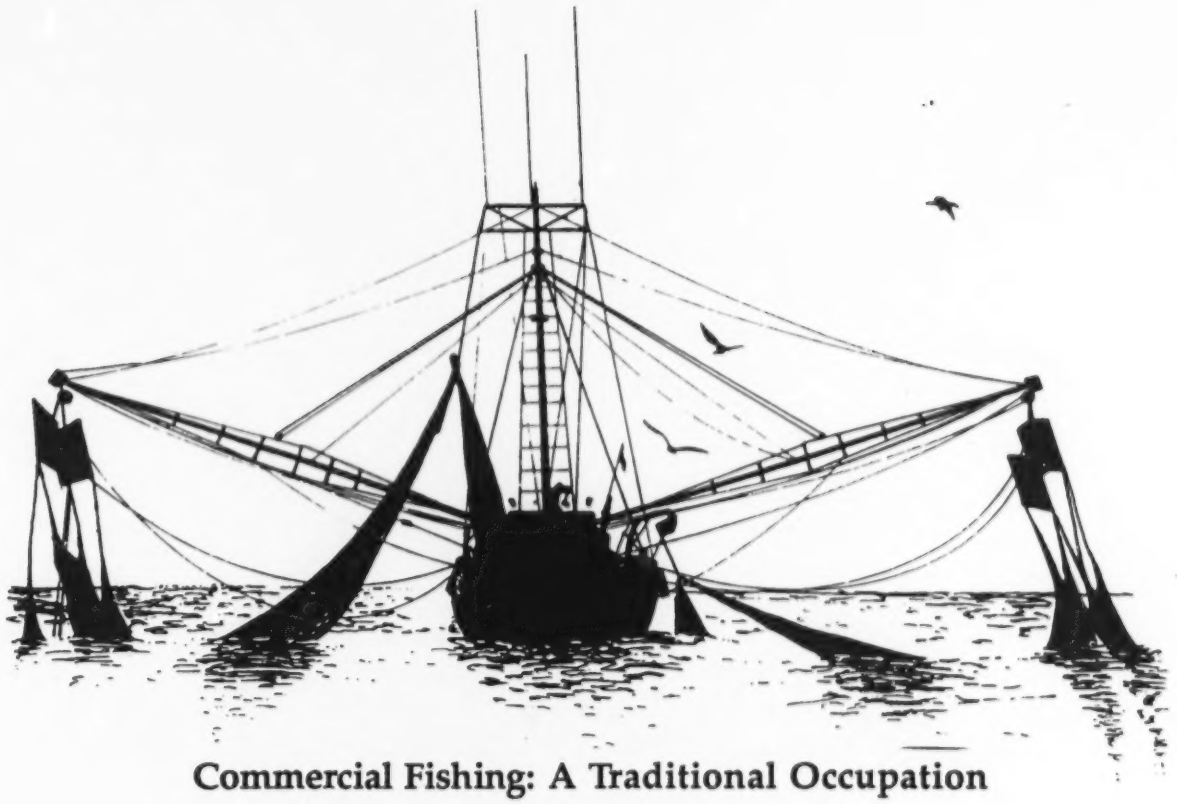


Although the eel population has almost disappeared in recent years, hooking eels is another Indian fishing tradition in the county. Eel fishing was done at night with lanterns. Fishermen hung lights over the water or built bonfires close to the edge of the water. As the eels swam into the light, fishermen used a long pole with a hook on the end of it to snag the eel. They would then sling the eels onto the creek bank where children waited with gunny sacks to pick them up and drop them in.

Siletz Indians have several traditional ways of preparing salmon and eel. The most well-known cooking tradition is smoking the fish. After the fish or eel are cleaned and **filleted** they are often placed over or near an outdoor fire which cooks and smokes the meat. Some people make small wooden or metal shacks or cookers in which they smoke the fish. Smoked salmon is the main dish at **pow wows** and other community celebrations. The Siletz Tribal Smokehouse in Depoe Bay, a tribal-owned business, also sells this specialty to tourists.

Have you ever eaten smoked salmon or seen it cooked? Have you ever been to the annual Siletz Pow Wow?





Commercial Fishing: A Traditional Occupation

Fishing has mainly been an **occupation** that men do. It requires physical strength and **endurance**. Men went to sea and the women stayed onshore to take care of the family, home, and children. They also helped market the catch and bought supplies for the boat. Today, some women are also joining the men as crew members and some are even skippers of their own boats.

Fishing is referred to as a traditional occupation. This means that it is often passed from father to son within the same family. A classmate of yours may be the son or daughter or grandchild of a fisherman in Lincoln County. He or she may even know how to work on the boats and perform many duties involved in running a commercial fishing business.

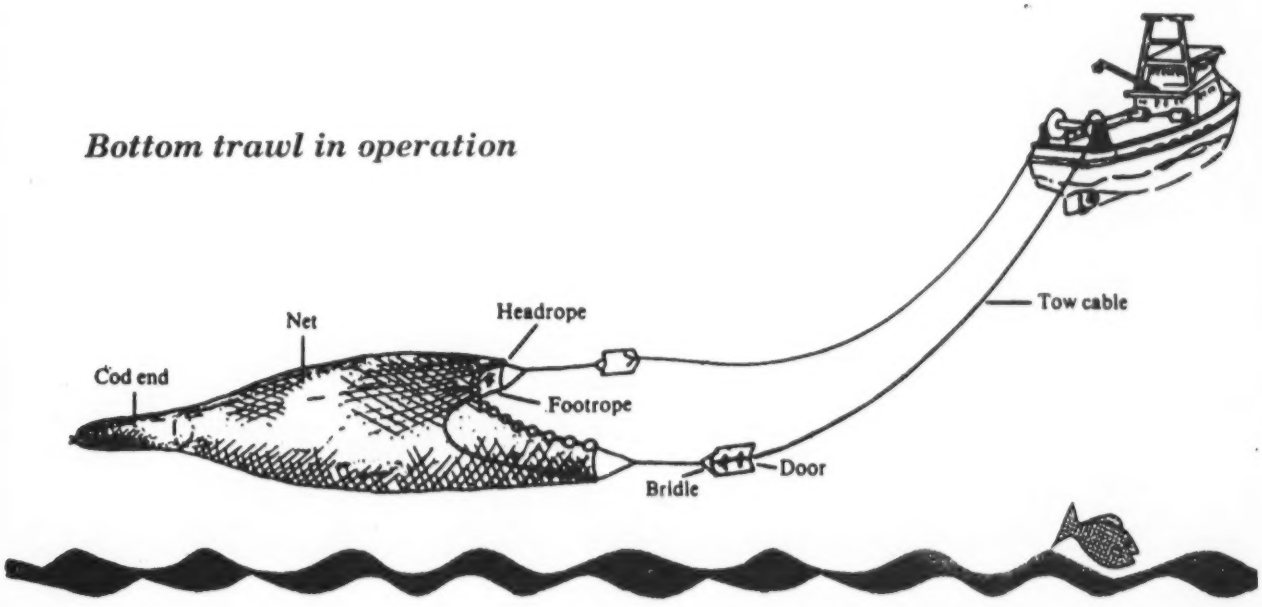
Each person on the boat must know how to do hundreds of tasks very quickly. Working fast with a team on the job requires lots of practice and responsibility. The sea is a dangerous place to work and each person's safety depends on everyone else.

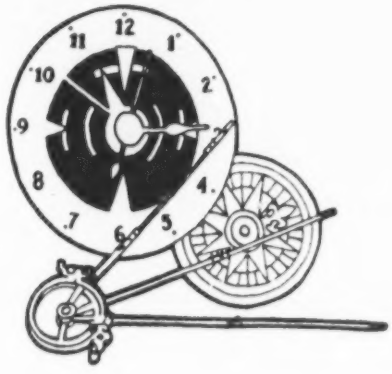
Lincoln County fishermen catch many kinds of marine life; salmon, black cod, dungeness crab, and shrimp are just a few. Each type of catch requires the crew to use different types of gear. It also means that the fishermen have to know different information and use different skills. To understand how much information and which skills it takes to be a successful fisherman, visit the local dock and study the boats and their gear.

Some boats leave port for several days, weeks, or months. These boats travel hundreds of miles to far away places like California and Alaska. During those times, the crews work long hours and experience loneliness because they miss their families and friends. It takes a certain type of person to be able to stay in fishing for a long time.

If you were going to sea for two months and could not take a TV or radio along, what would you take to keep from getting bored?

Bottom trawl in operation





When fishermen go to sea they are exposed to many dangers like bad weather, **malfunctioning** equipment, and individual accidents on the boat. If a storm comes up, the boat gets tossed around like a toy and is at the mercy of the storm. Weather is a very important part of a fisherman's life. Stories about storms at sea and ways of **predicting** when a storm will **blow up** are examples of maritime folklife.

Do you know any stories about storms at sea? An old traditional saying is, "Red sky in morn, sailor take warn. Red sky at night, sailor's delight." What do you think it means? Do you know any other traditional sayings about the weather?

Throughout time, people have always had beliefs about how to insure good luck and how to avoid bad luck. Since fishing is such a dangerous job, there are many beliefs about avoiding bad luck. Although many people do not believe in superstitions, most fishermen in Lincoln County still know these beliefs. That is because these are traditions that have been passed down over many generations.

Examples of beliefs about avoiding bad luck:

- Don't turn the hatch cover up on a boat.
- Don't start a trip on Friday.
- Don't change the name of a boat.
- Don't whistle onboard a boat or in its boathouse.

Can you think of other good luck/ bad luck beliefs? Do you do anything special to bring yourself good luck? To avoid bad luck?

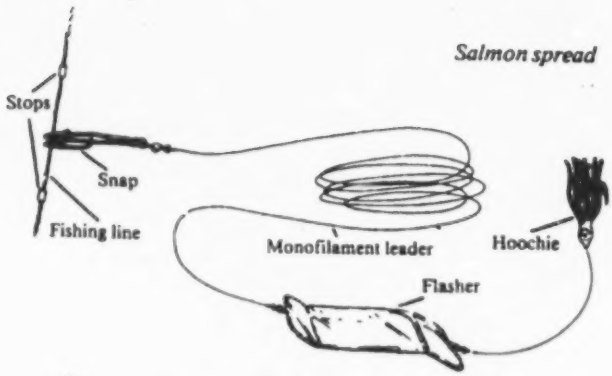
There are many types of verbal or oral traditions. These include jokes, stories, and names. Notice that each boat at the local dock has its name painted on the bow or front.

Choosing the name of a boat is very important; it's like choosing the name for a new baby. Many people believe that it is bad luck to change the name of a boat. When a fisherman buys a used boat he or she most likely will not change its name. There are many stories about the bad luck that has come to individuals who changed the names of their boats.

What is the story of how you got your name? Interview a fisherman to find out the story of how his or her boat got its name.

The words that fishing crews use to describe places on the water, tools, fishing gear, and work skills are part of their verbal traditions. A newcomer may not understand the meaning of everyday fishing words. Below are examples of specialized words used by people in the maritime industries.

fid
punch
lacing
hootchie
starboard
up the hill



Salmon spread

Do you know the meanings of these words? Think of words and terms your friends use. Do you have words for things or people that your teacher and parents do not understand?

In earlier days, fishing crews made and repaired most of their own gear. Today, most specialty gear is made by people in town. Gear makers like Sara Witalison, owner of Foulweather Trawls in Newport, have to be available to work 24 hours a day during fishing season.

Some fishermen hire individuals to build trawls for them. One can often see this work being done in people's yards around town. The various types of gear-making are taught to people who keep these vital traditional crafts alive.

Do you know anyone who makes fishing gear? Could you interview him or her about how the gear is made?

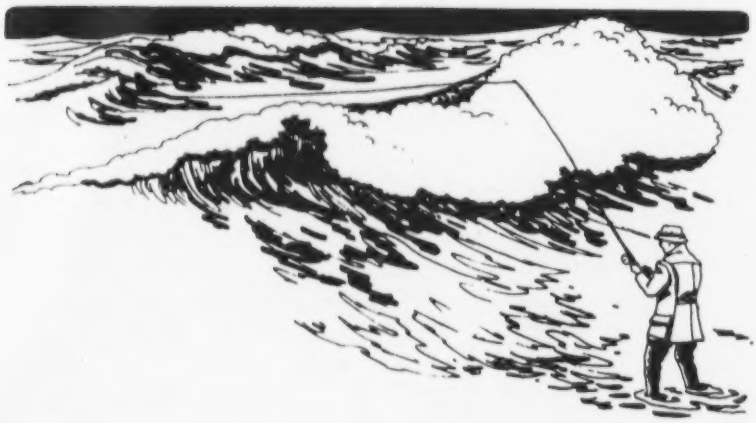
The Old Days of Commercial Fishing

Today's boats are equipped with computers and modern equipment to help navigate and find good fishing spots. In the old days, fishermen had to remember how to get back to good fishing spots. They did this by visually lining up the top of one mountain with another or with an object like a tree or rock that was sticking out. Some fishermen drew pictures of landmarks in notebooks to help them remember where a particular place was on the water. Fred Samuelson's brother kept detailed drawings in log books. On one of Oregon's many rainy or foggy days, this method was not very useful.

Fishermen say that the good fishing spots have a particular type of bottom on the ocean floor. Years ago, fishermen had to use a tool called a **sounding** device to find the right type of bottom. They made these out of small pieces of lead that were hollowed out in the center. They attached the lead or stone to a long line. Next, they filled the center with butter, soap, or other gooey, sticky substances and dropped it overboard. When it hit bottom the butter picked up sand or other bottom materials. This information helped the fishermen determine whether or not to fish in the area.

Imagine that you are the captain of a boat at sea and suddenly none of your navigational instruments work. What information would you need to know in order to be able to navigate? If you decided to sound for a fishing spot, how long would it take you to find the right type of bottom for fishing?

"1500 lb. of halibut caught on the 'Freemont,' Newport, Oregon"



Recreational Fishing

People fish for many reasons and most simply enjoy the recreation or sport. Lots of people have their first experience fishing on a river bank with a cane pole and worm on a hook.

Lincoln County attracts people from outside the state who come to fish in its rich waters. Fishing-related tourism accounts for a large part of the county's economy. Tour boats, fishing guides, and deep sea fishing are also traditional activities in Lincoln County.

Like commercial gear, there are specialty flies, lures, rods, and other equipment that people use in recreational fishing. Many individuals learn to tie their own flies and some sell their handmade flies and lures to local bait and tackle shops. Bill Jones of Toledo builds custom rods for folks around the world. He is a master craftsperson who has practiced his art for over 30 years. Handmade flies, lures, and rods are examples of maritime folk arts.

Have you ever gone fishing? If so, tell the story of who taught you and what type of gear you used. What were some of the tips you learned about how to catch a fish?

Roy Hutchinson demonstrates the art of building a crab pot for students at Yaquina View

Community Life

As in all maritime communities, many businesses in town support the fishing industry. Depoe Bay Fish Company in Newport started years ago in Depoe Bay. Even though the business moved to Newport, it is still run by the family of its original owners.

Fishermen sell their catch to the fish companies which then clean, fillet, and prepare the product for consumers around the world. Custom packaging labels have the name of Newport, Oregon written on them. Whoever buys one of those local cans of salmon will know that Lincoln County men and women helped provide the product. This is also true for the Siletz Tribal Smokehouse and other local canning and processing plants.

There are many other businesses in the county that support the fishing industry. Some of these include fish sellers, boat repair works, hardware stores, refrigeration specialists, and electronics repair.

There are also many services available. The US Coast Guard coordinates search and rescue operations, safety regulation enforcement and weather information. Fishermen have access to the latest fishing information on the new laws, technology and research from the Oregon Department of Fish and Wildlife, Oregon State University Sea Grant Program, and the Oregon State Hatfield Marine Science Center.

Each individual enterprise and business is considered a specialist in a particular aspect of maritime life.

Do you know any businesses that support the fishing industry in your town? Which are they and what services do they provide?

Many residents in maritime communities use their yards as a type of artist canvas. Outdoor sculptures and yard art displaying fishing objects and themes are common. South Beach residents and tourists are familiar with the Zig Zag Zoo, a local landmark. Other less dramatic examples appear on mailboxes, in doorways and sections of yards decorated with maritime objects.

From Depoe Bay to Waldport up the Yaquina River and all along the creeks of Lincoln County, there is evidence of maritime folklife. As long as fish can be harvested from the waters of the county, commercial and recreational fishing will continue to influence the way of life in the region. Fishing stories, foods, beliefs, crafts, and practices will remain an intricate part of the region's maritime folklife.

Choose a topic to research that interests you. Make an appointment with a local person who is a specialist in the topic and interview him/her on the subject. Your teacher has a booklet, <u>Folklife and Fieldwork. A Layman's Introduction to Field Techniques</u>, that will help guide you in conducting the interview.

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FOLKLIFE WORD SEARCH

W S C I E S D F T R J K O L M
C O M M E R C I A L N T C S S
C R F S F O R S K P O S C G C
U D S O M M S C B N T L U B A
H R C L L T E M S F W R P S F
B T U R H K L O A F M R A C F
E B S F Z X L R W Q W E T R O
L E T H N I C I O I U Y I T L
I P O E A S D F F P G H O J D
E K M R L Z X C V E O B N N S
F M S I Q W E R Y U M W N B V
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A S D G T H J K M N C S I R W
T I D E R T R A D I T I O N S

MARITIME HERITAGE ETHNIC
SCAFFOLDS OCCUPATION STORIES
FOLKLIFE COMMERCIAL CRAFTS
CUSTOMS POWWOW TRADITIONS
BELIEFS

MARITIME FOLKLIFE in Lincoln County
CURRICULUM GUIDE

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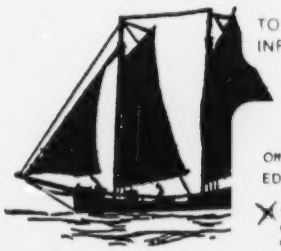


NOTES TO THE TEACHER:

The student magazine and curriculum guide are components of a Lincoln County Folk Arts in Education unit. Although these materials may be used separately, they are intended to be used in conjunction with the complete educational unit that includes: 1) a table-top exhibit, 2) folk arts objects with artists' biographical sheets, 3) overhead projector transparencies, 4) written resource materials and 5) media products. In addition, we encourage teachers to invite maritime folk artists to visit the classroom while studying the unit. Maritime folk artists may be arranged through the Arts in Education program at the Oregon Coast Council for the Arts, (503) 265-9231. In this guide bordered sections will indicate a suggestion for a folk artist to invite. Individual teachers should make arrangements for all other fieldtrips and visitors to the classroom.

The curriculum materials "Lincoln County's Maritime Folklife" were written with grades 3-8, social studies students in mind. However, instructors may adapt any of the information to fit different ability levels and content areas. The ideas and activities presented here are meant to be a starting point. The teachers who helped design the curriculum unit encourage adapting the materials to various subject areas including art, math, science, and language arts.

The student magazine contains words that may be difficult for some students. These are in bold print in the text and are listed at the beginning of each section in this guide. Instructors should decide ahead of time the needs for their classrooms and review accordingly. Each section also poses questions to students. You may use these and other suggestions in this guide as discussion-starters.

There are numerous articles and books written on topics of occupational, and more specifically, maritime folklife. Several articles and books like *Documenting Maritime Folklife*, *Student Worlds* and *Student Words: Teaching Writing Through* are excellent guides for improving interviewing and writing skills. Some of these resources are enclosed in the kit to better enable you and your students to get the most out of this exciting study of Lincoln County's maritime folklife and traditional arts.

INTRODUCTION

Words to review: recreational, commercial, treacherous, heritage

Many of Lincoln County's early fishing families came from Scandinavian heritage. Dutch Niemi and Swede Erickson were some of the early fishermen in Lincoln County. Have the students explore the origin of their own last names to find out where their ancestors originated. These stories are in oral tradition and the students may have to ask grandparents or do some research into their families' histories. Let them tell their individual stories to the class. These may be tape recorded and added to the kit's resource materials or to start a classroom listening center.

Use a world map and have students place colored pins in the countries of their ancestors. Discuss the multicultural nature of the American society. Ask them to find out from their parents *why* their families came to Lincoln County. You may want to have them write their family story on a special form that you generate on the computer and put them in a booklet. *(Add a copy of your form to the resource materials. Classes may decide to donate their booklet as part of their contributions to the kit.)*

Special thanks go to Karen Keith, Steve Kilduff and Kathy Malarkey of the Lincoln County School District and Kristy Bellevita, Arts in Education coordinator at the Oregon Coast Council for the Arts, for their dedication and assistance in making these materials possible. *They request that teachers using the materials take the opportunity to update the enclosed resource files by adding current maritime related newspaper and magazine articles, classroom photographs, innovative activities, and any other resource materials that may be helpful during the study of Lincoln County's maritime folklife.*

SP 025 540

MARITIME FOLKLIFE

Words to Review: maritime, folklife, complicated, ethnic, customs, rituals, crafts, traditions.

After students read the section that defines "maritime folklife," ask them to list all of the groups to which they are members. For clarity, define "group" as two or more people. Suggest examples like family, girl and boy scouts, church groups. Ask them to discuss the things that members of the same group share in common with each other. Examples could include:

family members--celebrations, meals, same last name and stories about relatives etc.

scouts--love of the outdoors, skills to camp and survive in the wilderness, same uniform, and common belief in the philosophy and rules.

church members--same belief system, songs, celebrations and rituals, etc.

Explain that these groups are called "folk groups" because they share common elements and thus have common traditions. Because people belong to groups, everyone has folklore or folklife including traditional ways, beliefs, and practices. To point this out, have students analyze their families' celebration of birthdays. Ask: What happens on your birthday? Do you get a cake? (Food) Does the family sing "Happy Birthday?" (Song) Do you receive and open a gift? (Ritual) These and other elements distinguish birthdays as part of family folklife.

Ask the class to look back at the paragraph that defines folklife. Have them highlight key words and terms in the definition. Discuss the paragraph thoroughly so that the students understand the meaning of folklife. Next have them list what might be part of the local maritime folklife. (Fish processing plants, fishermen and all that they do and much of what they say, lighthouse and sunken ship stories, smoking salmon and the Blessing of the Fleet.)

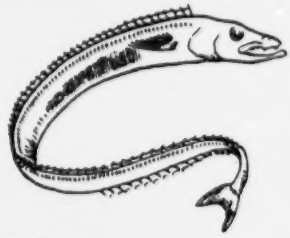
Show the video "Oregon Folklife: An Introduction." Ask questions about the folk groups shown in the slides. Use the list of "Words to Review" talk about the content of the program. Have the students identify the maritime folklife that is presented in the program and discuss the group's characteristics or shared community values.

NATIVE AMERICAN FISHING TRADITIONS

Words to Review: ceremonies, regulations, confederated tribes, scaffolds, fillet, pow wow

❖ Show the transparency of the tribal fishing grounds and have students discuss the traditional method of fishing. Ask if anyone has attended the annual pow wow at Siletz. The exhibit displays a package of smoked salmon from the Siletz Tribal Smokehouse in Depoe Bay. Discuss traditional ways of preparing salmon.

> Make arrangements for a person from the Confederated Tribes of Siletz Indians to come into the classroom to talk about traditional fishing practices and cooking. Take the class to visit the Siletz Tribal Smokehouse in Depoe Bay.



COMMERCIAL FISHING

Words for Review: occupation, endurance, dangerous, responsibilities, gear, malfunctioning, predict, blow up, superstitions, oral

❖ Show the four overhead transparencies of working processes on board a Lincoln County boat. Discuss the text of each transparency.

> This is a good opportunity to ask a local fisherman to visit you. Have the students prepare a list of questions to ask when he/she visits. For sample questions and methods of interviewing, hand out copies of the American Folklife Center's guide Folklife and Fieldwork: A Layman's Introduction to Field Techniques, contained in the resources section.

Show the video *Oregon's Commercial Fishermen: It's In Their Blood* and have the students discuss every aspect of the fisherman's way of life. Also use the enclosed "A guide to Oregon's Commercial Fishing Vessels" to examine the different boat and gear types used in the regional fisheries. A

❖ set of overhead transparencies with diagrams of some of these is provided. Have students choose one to draw and label the rigging and gear. Students with

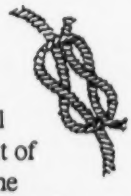
the same sketches can work together in a study group to make a presentation to the rest of the class about their boat and its function. The *Guide* provides excellent information so share its contents with the study groups. Encourage them to have a parent take them to the docks and interview a fisherman about the type of gear and commercial fishing boats. Make arrangements with the Sea Grant marine agent at the Lincoln County Extension office or Hatfield Marine Science Center for the class to take a Dock Walk. Use your imagination to help students to expand the scope and interest of their projects. Contact a gear making shop about bringing students in for a tour of the business.

Have students listen to /view "Traditions and Transitions," audio and video tapes of individual Lincoln County residents telling stories. Discuss the stories and the importance of each in the lives of individuals and the community.

> Arrange for a net builder, crab pot maker, or commercial fisherman to visit the classroom and demonstrate the art of gear making and repair.

THE OLD DAYS OF COMMERCIAL FISHING

Words to Review: sounding, device



After reading the section "Commercial
❖ Fishing" show the transparency of the page out of Fred Samuelson's brother's log book. Show the Lincoln County and nautical maps to demonstrate the importance of these tools for finding places on land and at sea.

❖ Show the two transparencies of drawings from Fred Samuelson's brother's log book. The markings on land were points of reference to help fishermen find a location on the water. Have the student draw a map of the location of their houses by drawing the major physical landmarks of characteristics. Tell them not to use the streets.

❖ Show the transparency of Elmer Back on the boat he built. Listen to the tape of his story.

> Invite a retired fisherman in to tell stories about navigating without the L.O.R.A.N. and sounding for fishing spots.

RECREATIONAL FISHING

There are many recreational fishing people in the community and many of them make their own lures. Take the class to a bait and tackle shop for a tour of the various types of gear and bait used for catching different types of fish.

Use the students' stories about their first fishing experiences to create a writing assignment. Compile these in a booklet and have each person illustrate his or her prose.

❖ Show the overhead transparency of Bill Jones making a fishing rod in his Toledo shop.

> Arrange for a rod or lure maker or someone who ties fishing flies to visit the classroom to demonstrate a recreational folk art form.

COMMUNITY LIFE

Words to Review: consumers

As a homework assignment, have students use the Yellow Pages of the local phone directory to list as many businesses that support the fishing industry as they can. Compile a comprehensive list from the entire class. The list should include all fishing and fishing-related activities such as charter boats, fishing guides, gear makers, and much more. Take the students on fieldtrips to some of the maritime-related businesses.

❖ Show transparencies of a handmade mat, rope splicing, and crab ring making. Samples of locally produced custom products are included in the kit.

Have students document maritime themes that are visible in people's yards around town. These could be as simple as fish painted on mailboxes or glass floats hanging in trees or as complex as spaces like the Zig Zag Zoo. Have them photograph, draw, or describe in writing the object or portion of the yard or house that is decorated and then illustrated it. Students may want to interview the resident about their environments.

> Take the students to the Zig Zag Zoo for a tour. Ask owner Loran Finch of South Beach to greet them and explain his yard art.

The following are suggested readings, activities, or related tasks that are relevant to the study of maritime folklife and folk arts for other subject areas.

Art - Have the students draw pictures, make collages, sculpture, or miniatures of any maritime theme. Students can take stories collected from fishermen and write them in a literary magazine or into a play that can be performed.

Geography - Locate major cities on a world map. Ask students to list the ones that are located near water. Have them discuss the reasons that major population centers have always developed near water sources. Next, use the Lincoln County map and discuss the town's geographic locations interrelationship to its waterways. Review early history of fishing & logging as occupations in the county's water resources.

Math - You hear on the marine weather channel that a storm is blowing 250 miles off shore. It is moving at 60 miles an hour. You are 70 miles off shore and have a top speed of 19 miles per hour (converted from knots). Where will you be when the storm hits you, if you turn for home right now? If you leave an hour from now?

Make up your own problems. Math problems related to money, geometry and measurements are naturals for this unit.

Ask a local fisherman to come in to teach the students how to read charts and maps and explain details of navigating. Get the fisherman to pose real life situations that he has been in and let the students solve those math problems. (These could include: how many pounds of ice to take on a trip, how many pounds of fish are caught and what the market values is, estimating fuel capacity and distance with the present weather conditions, etc.)

Science - Relate any curricula dealing with marine biology, weather, properties of water, astronomy, safety, etc.

Invite a local fisherman in to discuss fish types and how the commercial industry catches them. He probably will be able to describe fish behaviors, how they are all preserved and transported, habitats, and cycles of life. You may want a person to filet a fish and describe all of the parts that are consumed and what happens to what is not eaten. Fishermen often take part in scientific research conducted on marine life and thus they are extremely knowledgeable about many aspects.

Note from teacher consultants: Teachers, this is our unit about our county. We are all so creative and can help each other by contributing our ideas for projects, forms, and ways to integrate content areas in this unit. Put a copy of your contributions in the appropriate envelope. Give yourself credit at the bottom of each page. Also include any original research your class or a particular student would like to donate.

FOLKLIFE WORD SEARCH KEY

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maritime
scaffolds
folklife
customs

heritage
occupation
commercial
pow wow
beliefs

ethnic
stories
crafts
traditions

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